

grade of an academy, but steadily increasing in attendance and in the grade of work done. November 2, 1894, it was incorporated, with full collegiate powers, as Benedict College. On October 1, 1895, the present incumbent, Rev. A. C. Osborn, D.D., became president. The original frame building was burned in 1895. There are now eleven buildings. The property is valued at \$200,000, and the college has a productive endowment of \$125,921. The faculty numbers twenty, with four assistant teachers.

#### **Benedict is Co-educational but Not Industrial**

The college is co-educational. Five hundred and eighty-two students are present this year, the girls a little outnumbering the men. Since the founding of the school in 1871 more than four thousand students have been enrolled. The work of the college is not industrial. It is not a trade school. The only trade now taught is dressmaking, taught to the girls. All the labor, however, incidental to maintenance of the college is performed by the students. Thus it is kept before them that manual labor, however lowly, is honorable. This is incidental. The real work is the fitting of moral, intellectual leaders for the Negroes of South Carolina.

#### **What the Colored People Need**

President Osborn says: "The popular cry is for industrial schools for the Negroes. The Negroes and the whites should have such schools. But it is intelligent, broad-minded, well-balanced, farseeing, safe leaders that any and every people need. And, because of their past and present condition, the Negroes need such far more, if possible, than the whites. The colored people of the South need competent, trustworthy, wise leaders far more than a knowledge of the trades and of the agriculture at which they wrought when slaves. A good carpenter or farmer may, as an individual, gather in more money than an able preacher or college professor or high-school teacher. But the preacher, the professor, or the teacher will touch lives, mold characters, and influence society for the present and for the future far beyond anything possible to the mechanic or the farmer. Such men and such women Benedict is giving them for their pulpits, for the professions, for their colleges, and for the public schools."

#### **Five Departments of Instruction**

The departments of instruction in the college are: English preparatory, academic, collegiate, normal, and theological. The

first three correspond with the ordinary grammar school, high school, and college courses. The college has sent forth men who have attained success and been eminently useful in the law, in medicine, in agriculture, and as merchants and in the trades. The chief and main work of the college, however, is for Christian ministers and for the teachers for public schools.

The theological instruction is varied, according to the attainments and needs of the students. Many of those who enter for ministerial studies are pastors seeking more culture and a larger preparation for their work. Several such this year are over forty years of age, with ten to twenty years' experience as pastors. Or, in the case of one man sixty-two years of age, with thirty years of service in the pastorate. It is an exceedingly hopeful feature that not only are young men coming up to qualify themselves for efficient service in the Christian ministry, but that many already in the ministry realize their deficiencies and are coming to the school for a better fitting for their work.

The majority of the students of Benedict are qualifying themselves to be teachers in public and graded schools. Under a law of South Carolina graduates of Benedict College, having completed its course of study, which has been approved by the State Board of Education, are given the degree of Licentiate of Instruction, the diploma of which is equivalent to a teacher's life certificate. With the exception of the ministerial students, nearly all the students are studying with reference to that degree. More than forty graduates will receive that degree this year.

#### **Sacrifices of Students Seeking an Education**

The greater part of the four thousand who have been in the college could not, because of financial stress, remain to complete a course of study. These students have no educational societies back of them to bestow beneficiary aid. When their money is gone, they go. With parents striving to rise from the poverty and adverse circumstances of their former condition of slavery, comparatively little can be done to educate the sons and the daughters. The deprivations and sacrifices made in order to avail themselves of the schools are amazing.

Notwithstanding so many fail of completing a course, and cannot, therefore, be counted among the alumni, 502 have graduated and have received diplomas and are enrolled as alumni of the college. Many of the 3,500 who did not graduate are pastors of ability and efficiency.